

THE ROLE OF VIDEOS IN ESP MATERIAL DEVELOPMENT: A THEORETICAL FRAMEWORK

Haydarova Shahrizoda
English Teacher Bukhara
City Technical College No. 1,
Bukhara, Uzbekistan
Email: tukhsh21@gmail.com

Annotation: This academic paper offers a thorough examination of video integration in ESP curriculum design by combining theoretical frameworks from applied linguistics and educational psychology with useful classroom applications. By relating Paivio's dual coding theory and CLT principles to the particular requirements of profession-oriented language instruction, the author builds a solid theoretical framework. The work is especially beneficial since it treats opportunities and obstacles in a balanced manner, including both the practical limitations faced by educators and the cognitive and motivational advantages of video-based learning. The suggested three-phase activity structure (pre-, while-, and post-watching) provides practitioners with practical advice. The discussion of VR and AI technologies in the future places the research in the context of current developments in education's digital transformation. Suggested for scholars interested in multimedia-assisted language learning and professional communication training, ESP curriculum designers, and language instructors in academic and professional contexts.

Keywords: English for Specific Purposes, video-based learning, multimedia materials, authentic materials, communicative competence, Dual Coding Theory.

Аннотация: В данной научной статье представлен всесторонний анализ интеграции видео в разработку учебных программ по английскому языку для специальных целей (ESP), объединяющий теоретические основы прикладной лингвистики и педагогической психологии с практическими применениями в аудитории. Автор выстраивает прочную теоретическую базу, соотнося теорию двойного кодирования Пайвио и принципы коммуникативного подхода (CLT) с конкретными потребностями профессионально-ориентированного обучения языку. Работа особенно ценна благодаря сбалансированному рассмотрению как возможностей, так и препятствий, включая как когнитивные и мотивационные преимущества обучения на основе видео, так и практические ограничения, с которыми сталкиваются преподаватели. Предложенная трехэтапная структура деятельности (до, во время и после просмотра) предоставляет практикам действенные рекомендации. Обсуждение будущих технологий, таких как VR и AI, помещает исследование в контекст текущих процессов цифровой

трансформации образования. Рекомендуется для преподавателей языка в академических и профессиональных контекстах, разработчиков учебных программ ESP, а также исследователей, интересующихся мультимедийным обучением языку и подготовкой в области профессиональной коммуникации.

Ключевые слова: Английский для специальных целей, обучение на основе видео, мультимедийные материалы, аутентичные материалы, коммуникативная компетенция, теория двойного кодирования.

Annotatsiya: Ushbu ilmiy maqola amaliy tilshunoslik va pedagogik psixologiyaning nazariy asoslarini sinfdagi amaliy qo'llanmalar bilan birlashtirgan holda, maxsus maqsadlar uchun ingliz tili (ESP) o'quv dasturlarini ishlab chiqishga videoni integratsiya qilishning har tomonlama tahlilini taqdim etadi. Muallif Paivioning ikkilamchi kodlash nazariyasi va kommunikativ yondashuv (CLT) tamoyillarini kasbga yo'naltirilgan til o'rgatishning o'ziga xos ehtiyojlari bilan bog'lab, mustahkam nazariy asos yaratadi. Ish, ayniqsa, imkoniyatlar va to'siqlarni muvozanatli ko'rib chiqishi bilan qimmatlidir, bunda videoga asoslangan ta'limning kognitiv va motivatsion afzalliklari hamda o'qituvchilar duch keladigan amaliy cheklovlar o'z aksini topgan. Taklif etilgan uch bosqichli faoliyat tuzilmasi (ko'rishdan oldin, ko'rish paytida va ko'rishdan keyin) amaliyotchilar uchun foydali tavsiyalarni beradi. Kelajakdagi VR va AI texnologiyalarining muhokamasi tadqiqotni ta'limning raqamli transformatsiyasining hozirgi kontekstiga joylashtiradi. Akademik va professional kontekstlardagi til o'qituvchilari, ESP o'quv dasturlari ishlab chiqaruvchi mutaxassislari hamda multimedia yordamida til o'rgatish va kasbiy kommunikatsiya tayyorgarligiga qiziqqan tadqiqotchilar uchun tavsiya etiladi.

Kalit so'zlar: Maxsus maqsadlar uchun ingliz tili, videoga asoslangan ta'lim, multimedia materiallari, autentik materiallar, kommunikativ kompetensiya, Ikkilamchi kodlash nazariyasi.

INTRODUCTION

English for Specific Purposes (ESP) has emerged as a distinct paradigm within applied linguistics, characterized by its focus on learner-centered instruction tailored to professional or academic domains ¹. Unlike General English, ESP prioritizes the development of communicative competence in specific contexts such as business, engineering, medicine, or tourism, preparing learners to navigate real-world professional communication effectively.

The integration of multimedia technologies, particularly video, represents a significant evolution in ESP pedagogy. Video materials offer unique affordances for language learning: they provide authentic linguistic input, contextualized professional scenarios,

¹ Basturkmen, H. (2006). Ideas and options in English for specific purposes. Lawrence Erlbaum Associates.

and multimodal sensory channels that support comprehension and retention². This article examines the theoretical foundations and pedagogical benefits of video integration in ESP instruction, proposing a framework for effective implementation.

THEORETICAL FRAMEWORK

Communicative Language Teaching and ESP

Communicative Language Teaching (CLT) constitutes the predominant methodological approach in contemporary language pedagogy, emphasizing meaningful interaction and functional language use over decontextualized grammar instruction³. The alignment between CLT and ESP is particularly strong, as both approaches prioritize context-dependent, goal-oriented communication. Within ESP contexts, CLT manifests through task-based activities that simulate professional interactions—negotiations, presentations, patient consultations, or technical demonstrations. These activities require strategic competence, including persuasion, turn-taking, and register appropriateness, which CLT systematically develops through authentic communicative tasks⁴.

Dual Coding Theory and Multimedia Learning

Allan Paivio's Dual Coding Theory (DCT) provides the cognitive foundation for video-based instruction. DCT posits that humans process verbal and visual information through separate but interconnected cognitive channels, creating redundant mental representations that enhance memory encoding and retrieval⁵.

In ESP contexts, where learners frequently encounter abstract technical concepts or complex procedural information, video's multimodal nature proves especially valuable. Visual scaffolding—demonstrations, diagrams, contextual settings—supports auditory comprehension, enabling learners to infer meaning from paralinguistic cues and professional discourse patterns⁶.

Communicative Language Teaching (CLT) constitutes the predominant methodological approach in contemporary language pedagogy, emphasizing meaningful interaction and functional language use over decontextualized grammar instruction. The alignment between CLT and ESP is particularly strong, as both approaches prioritize context-dependent, goal-oriented communication. Within ESP contexts, CLT manifests through task-based activities that simulate professional interactions—negotiations, presentations, patient consultations, or technical

² Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *The Internet TESL Journal*, 6(11). <http://iteslj.org/Articles/Canning-Video.html>

³ .Chapelle, C. A., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. Pearson Education.

⁴ Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.

⁵ Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. <https://doi.org/10.1017/S0261444807004144>

⁶ Harmer, J. (2007). *How to teach English*(New ed.). Pearson Longman.

demonstrations. These activities require strategic competence, including persuasion, turn-taking, and register appropriateness, which CLT systematically develops through authentic communicative tasks .

PEDAGOGICAL BENEFITS OF VIDEO IN ESP

Authentic Language Exposure

Video materials provide access to unscripted, spontaneous language use that textbooks cannot replicate. Learners encounter natural speech patterns, varied accents, and professional register in authentic contexts ⁷. This exposure is critical for ESP learners who must comprehend and produce language in unpredictable real-world situations. Video materials provide access to unscripted, spontaneous language use that textbooks cannot replicate. Learners encounter natural speech patterns, varied accents, and professional register in authentic contexts⁸. This exposure is critical for ESP learners who must comprehend and produce language in unpredictable real-world situations.

Professional Discourse Socialization

Videos facilitate observation of professional culture and interactional norms. Learners witness not only linguistic forms but also non-verbal communication, power dynamics, and situational appropriateness—competencies essential for professional success ⁹. Videos facilitate observation of professional culture and interactional norms. Learners witness not only linguistic forms but also non-verbal communication, power dynamics, and situational appropriateness—competencies essential for professional success.

Motivation and Engagement

The dynamic nature of video content increases learner motivation compared to traditional print materials. Visual narratives and real-world relevance enhance affective engagement, promoting sustained attention and deeper processing ¹⁰. The dynamic nature of video content increases learner motivation compared to traditional print materials. Visual narratives and real-world relevance enhance affective engagement, promoting sustained attention and deeper processing¹¹.

Vocabulary Acquisition in Context

Video presents professional terminology embedded in meaningful contexts, supporting incidental vocabulary acquisition. Learners observe how specialized lexis functions within collocations and discourse patterns, developing productive knowledge beyond isolated word recognition. Video presents professional terminology embedded in meaningful contexts, supporting incidental vocabulary acquisition. Learners observe

⁷ Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press

⁸ Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press

⁹ Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press

¹⁰ Stempleski, S., & Tomalin, B. (2001). **Video in action: Recipes for using video in language teaching*. Prentice Hall

¹¹ Stempleski, S., & Tomalin, B. (2001). *Video in action: Recipes for using video in language teaching*. Prentice Hall

how specialized lexis functions within collocations and discourse patterns, developing productive knowledge beyond isolated word recognition.

4. IMPLEMENTATION STRATEGIES

Effective Video Integration in Teaching

Effective integration of video into the learning process requires **systematic pedagogical planning** rather than simple viewing. When videos are used strategically, they can significantly enhance learners' comprehension, engagement, and ability to apply knowledge in real-life contexts. A widely accepted instructional framework for video-based learning includes¹² **three main stages: pre-viewing activities, while-viewing tasks, and post-viewing production activities**. Each stage plays an essential role in guiding students from initial exposure to active application of knowledge and language skills.

Pre-viewing Activities

The pre-viewing stage aims¹³ to **prepare learners for the video content** by activating their background knowledge and introducing essential vocabulary and concepts. Without this preparation, students may focus primarily on understanding the general storyline rather than the targeted learning objectives.

Teachers can begin by encouraging learners to **discuss the topic of the video**, predict its content based on the title or images, and share their prior knowledge related to the subject. Such activities stimulate curiosity and help learners establish a cognitive framework for interpreting the information presented in the video.

Another important element of pre-viewing is **pre-teaching key vocabulary and expressions** that are necessary for understanding the video. Introducing critical terms, phrases, or professional terminology in advance reduces comprehension difficulties and allows students to focus on the communicative or conceptual aspects of the video. Additionally, teachers should clearly **define the viewing objectives**, explaining what learners should pay attention to during the video, such as specific language structures, communication strategies, or professional behaviors.

While-viewing Tasks

The while-viewing stage focuses on **active observation and guided comprehension**. Instead of passively watching the video, students are encouraged to complete structured tasks that direct their attention to relevant details.

Teachers may provide¹⁴ **guiding questions, worksheets, or note-taking tasks** that require students to identify key information, analyze language use, or observe specific professional strategies demonstrated in the video. For example, learners might

¹² Gallacher, L. (2003). *Video and young learners*. British Council TeachingEnglish.

¹³ Stoller, F. (1988). *Films and Videotapes in the Content-Based Classroom*. ERIC.

¹⁴ Selvarajan, R., & Thiyagarajan, V. (2018). *Role of videos to enhance learning skill in English language teaching*. Language in India.

be asked to identify persuasive expressions, analyze how a speaker responds to questions, or observe how professionals structure their arguments in a meeting or presentation.

Segmenting the video into shorter parts and pausing for discussion can further enhance understanding. Multiple viewings of the same video may also be beneficial: the first viewing for general comprehension, the second for identifying language features, and the third for deeper analysis of communication strategies.

Post-viewing Production

The final stage, post-viewing production, aims to **transform comprehension into active language use and practical application**. At this stage, learners apply the knowledge and language patterns they observed in the video to simulated professional or communicative tasks.

Typical activities include¹⁵ **role-plays, group discussions, problem-solving tasks, presentations, or written reflections**. For instance, students may recreate a workplace scenario, conduct a simulated interview, or participate in a business negotiation using the expressions and strategies observed in the video. Such tasks encourage learners to internalize the language and communication techniques demonstrated in the video and adapt them to new contexts.

Post-viewing activities also provide an opportunity for **critical reflection**, allowing students to evaluate the effectiveness of the communication strategies used in the video and compare them with their own approaches.

CONCLUSION

Video-based materials offer substantial potential for enhancing **English for Specific Purposes (ESP)** instruction through their alignment with the principles of **Communicative Language Teaching (CLT)** and contemporary cognitive learning theories. In ESP contexts, learners must acquire not only linguistic competence but also the communicative and pragmatic skills required in professional environments. Video resources provide authentic representations of workplace communication, professional interactions, and discipline-specific discourse, enabling learners to observe how language is used in real-life situations. Through visual and auditory input, videos present contextual cues such as body language, tone of voice, and situational context, which are essential for understanding professional communication. Furthermore, video-based instruction supports **multimodal learning**, combining visual, auditory, and contextual elements that enhance comprehension and retention of information. According to cognitive learning theories, multimodal input helps reduce cognitive overload by distributing information across different channels of perception, allowing learners to process and integrate new knowledge more effectively. In ESP classrooms,

¹⁵ ostikova, I. (2023). *Video in teaching foreign languages: Modern and future trends*. IntechOpen.

this multimodal exposure enables students to understand complex professional scenarios, including negotiations, presentations, meetings, and customer interactions. Another important advantage of video materials is their ability to foster the development of **communicative competence**, which includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. By observing authentic professional interactions, learners can analyze how experts structure arguments, respond to questions, manage conversations, and employ persuasive or diplomatic language strategies. This exposure helps students develop practical communication skills that are directly transferable to their future professional contexts. Video materials also play a significant role in promoting **intercultural awareness**, which is particularly important in international professional environments. Through authentic visual representations of communication styles, workplace etiquette, and cultural norms, learners gain insights into how professionals from different cultural backgrounds interact and collaborate. This awareness helps students develop the intercultural competence required for effective communication in globalized workplaces. In addition, video-based learning can contribute to the formation of **professional identity** among ESP learners. By observing experts in their fields, students gain a clearer understanding of professional roles, expectations, and communication practices within their discipline. Such exposure helps learners envision themselves as future professionals and motivates them to adopt appropriate language and behavior in professional contexts. Despite these advantages, further research is needed to fully explore the pedagogical potential of video-based instruction in ESP education. Future studies should empirically investigate the effectiveness of different **video-based instructional designs**, such as interactive video tasks, flipped classroom models, and task-based video activities. Researchers should also examine the impact of video integration on various learner outcomes, including language proficiency, professional communication skills, motivation, and intercultural competence across diverse ESP domains such as business, engineering, medicine, and tourism. In conclusion, video-based materials represent a powerful instructional tool in ESP education, offering authentic, engaging, and context-rich learning experiences. When integrated through carefully designed pedagogical frameworks, videos can significantly enhance learners' communicative competence, professional readiness, and ability to operate effectively in specialized professional environments.

REFERENCES

1. Basturkmen, H. (2006). Ideas and options in English for specific purposes. Lawrence Erlbaum Associates.
2. Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. The Internet TESL Journal, 6(11). <http://iteslj.org/Articles/Canning-Video.html>

3. Chapelle, C. A., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. Pearson Education.
4. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
5. Gallacher, L. (2003). *Video and young learners*. British Council TeachingEnglish.
6. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. <https://doi.org/10.1017/S0261444807004144>
7. Harmer, J. (2007). *How to teach English* (New ed.). Pearson Longman.
8. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
9. Ostikova, I. (2023). *Video in teaching foreign languages: Modern and future trends*. IntechOpen.
10. Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.
11. Selvarajan, R., & Thiyagarajan, V. (2018). *Role of videos to enhance learning skill in English language teaching*. *Language in India*.
12. Stempleski, S., & Tomalin, B. (2001). *Video in action: Recipes for using video in language teaching**. Prentice Hall.
13. Stoller, F. (1988). *Films and Videotapes in the Content-Based Classroom*. ERIC.